

**Michigan Department of Career Development
Office of Career and Technical Preparation**

**Guidelines for Placing Students in Work-Based Learning
Related to State-Approved
Career and Technical Education Programs**

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**Michigan Department of Career Development
Office of Career and Technical Preparation**

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**Guidelines for Placing Students in Work-Based Learning
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Career and Technical Education Programs**

In general, work-based education programs provide pupils with a combination of school-based preparation and supervised work experiences designed to enable pupils to acquire attitudes, skills, and knowledge for career and other life roles in real work settings. The goals of these programs are to teach employability and technical skills, develop a sense of personal responsibility, explore career options, gain job/site specific skills, foster work-oriented relationships with adults, understand the relevance of and the application to academic learning, and to provide alignment with the student's career pathway and educational development plan. The purpose of work-based learning is to use real work as the primary source of learning. The educational experience is coordinated through the school district, with the assistance of an employer, under the supervision of a certificated staff member. The experience must correlate program/classroom basics and skill training with carefully supervised on-the-job training and performance. The work-based learning experience should be aligned with the student's career pathway and educational development plan. School districts placing students in work-based learning related to career and technical education must follow the guidelines contained in this document.

Definition of State-Approved Career and Technical Education Programs for Purposes of Work-Based Learning

To be approved and eligible for Added Cost State Aid reimbursement by the State of Michigan, a career and technical education program must be a wage-earning occupational preparation program identified by a federal classification of instructional programs (CIP) code number and descriptor. The federal CIP codes are selected, ranked and rated according to state legislation and board policy. For more information regarding Added Cost funding and process, access www.michigan.gov/mdcd and search: "Added Cost Funding." Career and technical education programs are reviewed and approved through an extensive application process by the Michigan Department of Career Development's Office of Career and Technical Education. This process is contained in the "Career Pathway Guidelines for Planning New Career and Technical Education Programs" and can be accessed at www.michigan.gov/mdcd and search: "New CTE Program Guidelines."

There are three types of work-based learning related to state-approved career and technical education programs as follows: (1) Cooperative Education/Student Learner/Paid Capstone Experiences, (2) Unpaid Training/Work Experiences Related to State-Approved CTE Programs, and (3) Unpaid Training/State-Approved Career and Technical Education Less-Than-Class-Size (LTCS) Programs.

I. COOPERATIVE EDUCATION/STUDENT LEARNER/PAID CAPSTONE EXPERIENCES

A Student Learner Paid Capstone Experience (Cooperative Education) is a work-based learning instruction for students who have successfully mastered 60% (concentrator) of a state-approved Career and Technical Education (CTE) program. After the student has reached concentrator status, they can be placed at a work site directly related to the CTE program through a written cooperative agreement and training plan between the school and employer. The school and career experiences must be designed, monitored, and supervised by the school and employer so that each contributes to the student-learner's education and to his or her employability. Both the school and the employer must understand that the job forms an integral part of each student-learner's educational process and that the school is not simply acting as a placement service for students desiring part-time work. The student's placement is monitored by a vocationally certified teacher/coordinator and the student must attend both school and work in accordance with the approved training plan and the requirements of the Pupil Accounting Manual as outlined in these guidelines.

Pupil Accounting Manual Qualifications

The following requirements must be met in order to claim State Aid Added Cost Funding under Cooperative Education Coordination:

1. Local or Intermediate Determination of Number of Hours Spent at Worksite Counted Towards Minimum Hours of Instruction.
2. Written Training Agreement
3. Written Training Plan
4. Maintenance of Pupil Attendance Records
5. Regulation Visitation Plan (One initial visit and one visit per grading period)
6. High School Credit Toward Graduation
7. Evidence that the Student was a Concentrator
8. Evidence that the Student Attended at Least One 40-60-minute session per week in Related Course or in a District-Approved Education Course
9. Evidence that a Vocationally Certified Teacher/Coordinator Monitoring Pupil's Work
10. Evidence that Pupil Employed Not Less Than 15 Hours Per Week During the Effective Time of the Training Agreement
11. Appropriate Documentation Must Be on File by Student Count Date*

****Based on questions surfacing at a May 20, 2003, OCTP meeting with CTE placement coordinators and administrators, the following interpretation was received from the Director of Internal Audits at the Michigan Department of Education regarding #11. "Only if the pupil is in a work-based placement on the count date does the district need to have the paperwork in place on the count date. If the pupil is in regular classes on the count date rather than in a work-based placement, then work-based documentation is irrelevant. For pupils placed in work-based situations after the count date, the districts should do the paperwork when they put the pupil into the placement."***

For pupil accounting compliance, it is recommended that records pertaining to the on-the-job training portion of cooperative education, (showing all student-learners entry-exit dates and

related career and technical and/or general education instruction class rolls), as well as daily attendance at the work site, be kept on file for three years, plus the current year for pupil accounting purposes.

Please refer to Section 5P-Pupils in Work-Based Education Programs (February, 2003) to review all information on pupils being placed into work-based learning settings. The entire manual can be accessed from the Michigan Department of Education's Web Site at www.michigan.gov/mde. Type in: "Pupil Accounting Manual" in the search button to be connected to this document.

Pupil Accounting Manual Excerpt and Explanation

"In addition to all of the requirements contained under "General Education Student Learner Paid Work Experiences" listed above, the following additional requirements must be met for State-Approved Career and Technical Education Student Learner Work Experiences:

- Evidence that the pupil was a "concentrator" (i.e., completed 60% or more of the **State-Approved Career and Technical Education program**).
- Evidence that the pupil attended at least one 40- to 60-minute session per week either in the related State-Approved Career and Technical Education classroom or in a district-approved educational course, with academic objectives, related to the pupil's career and educational goals.*
- Evidence that a **vocationally** certified teacher/coordinator has monitored the pupil's work.**
- The pupil participating in a State-Approved Career and Technical Education Paid Capstone Experience shall be employed not less than an average of 15 hours per week during the effective time of the training agreement.
- Appropriate documentation must be on file by the student count date(s)." ***

*All courses must be taught by a vocationally certified teacher either in the related CTE course or in the district-approved career-based educational course.

**Work is defined as performed during the work-based learning placement and in the school-based instruction.

***See interpretation on Page 3.

State Aid/Added Cost Reimbursement

A pupil earning credit toward a high school diploma in a work-based education program, which involves supervised work and related school instruction, may be counted for State Aid pupil membership if the requirements that pertain to that particular program type are met. In addition, districts offering eligible students (i.e. "concentrators" in state-approved CTE programs) a "Cooperative Education/Student Learner/Paid Capstone Experience" may request State Aid Added Cost reimbursement for the coordination of these students in the work-based learning

experience.

Added cost reimbursement is only available for co-op **coordination** activities and is currently at a rate of approximately \$50 per student, per year. The co-op portion of the student's schedule shall not be reported as if the student was in class with a CTE instructor.

Visitation Plan

A regular visitation plan, calling for at least one visit per grading period to the site by the vocationally certified teacher/coordinator, after first visiting the employer to establish the training station, must be developed with each employer. Visits must be performed by the vocationally certified co-op coordinator signing the training agreement or the vocationally certified instructor from the related class. These visitations are to check the pupil's attendance, evaluate the pupil's progress, and to evaluate the site in terms of health, safety, and welfare of the pupil. More visits may be required depending upon the student learner's progress and needs, the supervisor's experience in working with student learners, and other factors.

One essential coordination visit would be for evaluation, which would include a review of the training plan, identification and rating of competencies achieved, and an evaluation of work traits and employability skills attained. The related vocationally certified course instructor, if different from the vocationally certified coordinator, is encouraged to participate in the work-site visits. The student should be present when the workstation is visited. To meet state guidelines for instructional time, no portion of any coordination task or supervision of students on the job may be assigned to non-certified staff.

Certificated Teacher/Coordinator Qualifications

It is the school district's responsibility to provide vocationally certified staff for supervision of the student-learner at the work site. The cooperative education teacher-coordinator must be certified as a vocational education teacher with should be familiar with the rules and regulations related to cooperative education. It is also advisable that the teacher-coordinator have a thorough understanding of applicable child labor laws and risk management practices including prohibited hazardous occupations, safety, worker's compensation, equal opportunity, and sexual harassment.

The vocationally certified teacher-coordinator must maintain a file on each student-learner. The file must include a training agreement, training plan, student-learner enrollment form, student-learner weekly wage and hour reports (hours worked per week need to be verified by the employer/supervisor, or coordinator), documented safety training received, evaluations, and an anecdotal log of work-site visits by the coordinator.

Recommended Coordination Time

The release time available to the vocationally certified staff member responsible for coordination must accommodate 15 minutes per week per student-learner to ensure proper coordination. Proper coordination means more than just visiting the student's employer. Coordination time should be used for these purposes:

1. Locating and evaluating potential new training stations.

2. Confirming worker's compensation coverage and liability insurance.
3. Observing safety conditions on-the-job.
4. Preparing a training agreement.
5. Conferring with employers for instructional needs of the students.
6. Developing training plans.
7. Preparing and holding employer orientation.
8. Visiting students at the training sites.
9. Monitoring teacher coordination records.
10. Handling student's work/school problems.
11. Keeping student wage and hour records.

CTE Concentrator Definition

A “concentrator” is a secondary student that has successfully completed 60% of a state-approved career and technical education (CTE) program. Concentrators are defined as 60% of the program’s minimum number of required minutes. With some exceptions, all Engineering, Manufacturing and Industrial Technology (EMIT) Career Pathway and Arts and Communications Career Pathway CTE Programs are currently calculated at 60% of 14,400 minutes (8,640 minutes). All other CTE Programs are calculated at 60% of 7,200 minutes for concentrator status (4,320 minutes).

It is the Office of Career and Technical Preparation’s position that these work-based learning opportunities be offered to students during 11th and 12th grade only.

Explanation of Pupil School Attendance

In order to provide clarification on the statement, “Evidence that the pupil attended at least one 40- to 60-minute session per week either in the related State-Approved Career and Technical Education classroom or in a district-approved educational course, with academic objectives, related to the pupil’s career and educational goals,” the following scenarios are offered:

Scenario 1: The student has successfully been enrolled in an approved CTE program in a block schedule format for one semester and will continue to take the program second semester. The student qualifies as a concentrator and can be placed into a “capstone experience” during the second semester. OR

Scenario 2: The student has successfully been enrolled in an approved CTE program in a traditional format for one year so is actually a “completer” and therefore can be placed into a “capstone experience” the second year. In this case, the student may go back to the previous CTE class for one hour per week to work with the vocationally certified teacher. The student is NOT enrolled in the classroom, they are only attending one hour per week. OR

Scenario 3: The student has successfully been enrolled in an approved CTE program in a traditional format for one year so is actually a “completer” and therefore can be placed into a “capstone experience” the second year. The student may attend a class specifically for “capstone experience students” one hour a week taught by a vocationally certified teacher or cooperative education coordinator that is educational in nature, academically-based, career-focused and related to students’ career or education goals. This class should build on the students’ career

goals and provide opportunities to have more rigor and relevance to future specialized training or postsecondary opportunities.

Student-Learner Hours/Employment

The student-learner shall be employed for an average of not fewer than 15 hours per week for the effective duration of the student-learner's training agreement.

Student-learners on the job must be employed and compensated in conformity with federal, state, and local laws and regulations and in a manner not resulting in exploitation of the student for private gain.

Training Agreement

The district must have a **written training agreement** in place by the student count date. The training agreement is a written contract that clarifies the specific responsibilities of the student learner, the employer, the parents, the teacher/coordinator, and the school district. A training agreement is a legal document that exempts a student learner from provisions of P.A. 90, Michigan's Youth Employment Standards Act, as it is assumed that schools are able to provide better day-to-day oversight of the student's welfare at a workstation with regard to legal hours, legal job duties and legal age. The training agreement also exempts the student learner from receiving Unemployment Insurance benefits for the period of time covered by the training agreement. The training agreement must be on file at the employer's worksite prior to the pupil beginning work in order for the student learner to be legally employed. Training agreements cannot be written to exempt students from provisions of the federal child labor regulations, except for those detailed in Federal Bulletin 101.

The training agreement should contain the following information:

1. Student learner's personal information: employee's name, home address, telephone, birth date, emergency contact information, etc.
2. School's name, address, telephone, contact person.
3. Employer's name, address, telephone, and contact person.
4. Beginning and ending dates of the agreement.
5. Verification that the employer provides proof of workers' disability compensation and general liability. To verify workers' disability compensation coverage, call the Bureau of Workers' Disability and Compensation at 517-322-1885.
6. Daily hours to be worked - allow for earliest and latest legal hours to be worked to accommodate variances in pupil work schedules. Hours not listed are not covered by the agreement.
7. Beginning rate of pay.
8. List of job activities that will contribute to the student learner's progress toward a career objective.
9. Signatures of coordinator, student learner, parent, related instruction teacher, and training station supervisor (employer).

Examples of training agreements can be found on the web at www.michigan.gov/mdcd and search Work-Based Learning Guide/Section 9.

Training Plan

The district must have a written training plan in place by the student count date. A training plan is used in conjunction with the training agreement. The plan details specific job tasks to be learned by the student-learner on-the-job and in the career and technical education program. The training plan should contain the following information:

1. Student-learner's name.
2. Job title.
3. Company name.
4. Assurance of adequate safety training
5. List of training activities.
6. Documentation of related instruction.
7. Career objectives.
8. Signatures of coordinator, student-learner, parent, related instruction teacher, and training station supervisor (employer).

The training plan should be prepared jointly by the teacher-coordinator, student, and employer using the state-approved Career and Technical Education program competency list. Work activities should contribute to the progress toward the student's occupational objective. It should contain a statement of the student-learner's career objective as stated in their Educational Development Plan (EDP).

Examples of training plans can be found on the web at www.michigan.gov/mdcd and search Work-Based Learning Guide/Section 9.

Local Policies

Career and Technical Education programs need to follow state guidelines, but locally developed policies are also necessary. Policies and scope of responsibilities respectively for students, parents, schools and employers need to be developed and shared with participants. District policies may include:

1. Program requirements and enrollment procedures.
2. School coordinator responsibilities.
3. Student participant responsibilities.
4. Parent/Guardian responsibilities.
5. Employer and work-site organization responsibilities.
6. High school credit provisions, including audit provisions, grade computation, required related instruction, school board policies and attendance, including absence from school and/or job loss, dismissal, or layoff.
7. School board policies.
8. Insurance requirements.
9. Selection of training stations.
10. Supervision at the work-sites.
11. Driving policies and other transportation issues.
12. Safety instruction for participants.

13. How to deal with sexual harassment, hazardous activities or observation of illegal activities.
14. Americans with Disabilities Act (ADA) requirements and reasonable accommodations.
15. Privacy act and parental permission procedures.
16. Records and retention procedures.
17. Forms used by the district(s).
18. Provisions for regular review of policies.

Samples of local board policies and procedures can be found on the web at www.michigan.gov/mdcd and search Work-Based Learning Guide/Risk Management Tool Kit.

Employment in Hazardous Occupations

Student-learners under 18 may not be employed in hazardous occupations as listed in Michigan's Youth Employment Standards, 1988, and the Federal Child Labor Bulletin 101.

Under certain conditions, 16- and 17-year old apprentices and student-learners may be exempt from Hazardous Occupations 5, 8, 10, 12, 14, 16, and 17. ***In order to obtain this information (Fact Sheet #43) and additional fact sheets regarding minors (#38 & 40) from the U.S. Department of Labor, the following web address is provided: www.dol.gov/esa/fact-sheets-index.htm***

This co-op exemption is allowed if the student-learner is enrolled in an appropriate career and technical education program and the student-learner is employed under a written agreement which stipulates that:

1. Hazardous work shall be incidental to the training;
2. Any hazardous work shall be intermittent and for short periods of time and such work shall be under the direct and close supervision of a qualified and experienced person;
3. Safety instruction shall be given by the school and correlated by the employer with on-the-job training;
4. A schedule of organized and progressive work processes to be performed on-the-job shall have been prepared; and
5. Previous training has been given by the school and mastery documented for all hazardous order job duties listed on the training agreement.

II. Unpaid Training/Work Experiences Related to State-Approved CTE Programs

A student learner attending a state-approved career and technical education program may be placed with an employer for a limited time and not be compensated. The unpaid student learner does not perform services for the purpose of advancing the business enterprise of the employer. Rather, the employer permits the student learner to obtain exposure to the work involved in a particular occupation under the supervision of regular employees or the employer. The unpaid student learner has the status of a trainee, not an employee.

Unpaid Trainee Requirements

To ensure that students continue their status as unpaid trainees when participating unpaid trainee work experiences, the following six conditions must be met under the U.S. Department of Labor/Fair Labor Standards Act.

1. The training/program, even though it includes actual operation of the facilities of the business/industry agency or private school, is comparable to that which would be given in a career and technical education program (a curriculum is followed, the students are under continued and direct supervision by either representatives of the school or by employees of the business).
2. The instruction is for the benefit of the students.
3. The students do not displace regular employees in this instructional program, but work under their close observation.
4. The agency that provides the instruction derives no immediate advantage from the activities of the students, and on occasion, operations may actually be impeded.
5. The students are not entitled to a job at the conclusion of the instructional period. Once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.
6. The agency and trainees or students understand that the trainees or students are not entitled to wages for the time spent in these instructional programs.

The training should not be for more than a total of 45 hours per specific career experience and must be conducted under a written training agreement and a written training plan. The training plan must include:

- List of educational goals
- Beginning and ending dates of placement
- School and student learner responsibilities
- Eligible hours to be trained (with beginning and ending times)
- Related instruction that correlates to the placement
- List of activities that will contribute to the student learner's progress
- Signatures of teacher/coordinator, student learner, and parent/guardian

Student learners shall have received safety instruction prior to placement. These experiences occur during scheduled classroom time and are coordinated by the vocationally certified teacher of the related state-approved career and technical education program. Appropriate documentation must be on file by the student count date(s). Please refer to Page 3 for the interpretation of this statement. Worker's Compensation coverage needs to be secured through the employer's or school district's policies.

Example: A pupil is placed in a hospital in the Pediatrics area as part of the state-approved career and technical education Health Sciences Program. The pupil receives this experience

during scheduled classroom time.

III. Unpaid Training/State-Approved Career and Technical Education Less-Than-Class-Size (LTCS) Programs

State-Approved Career and Technical Education Less-Than-Class-Size (LTCS) programs provide an opportunity to students who, because of unique circumstances, do not have a program available through State-Approved Career and Technical Education programs. The program should align with the student's career pathway and educational development plan.

Each program is contracted with business, industry, or private occupational schools as an alternative method of providing career and technical education not readily available in a public education institution.

LTCS programs require a contractual agreement between the business and school district. They must also be conducted under a written training agreement and a written training plan. The training plan must include:

- List of educational goals
- Beginning and ending dates of placement
- School and student learner responsibilities
- Eligible hours to be trained (with beginning and ending times)
- A detailed instructional plan which is comparable to state-recognized career and technical education curriculum*
- List of activities that will contribute to the student learner's progress
- Signatures of teacher/coordinator, student learner, and parent/guardian

*The instructional plan must be progressive, sequential, and comprehensive in its approach to student learning in the LTCS contracted program. A LTCS contracted program may have **no more than four (4) pupils per instructor, per instructional site in the same time period**. Appropriate documentation must be on file by the student count date(s). Please refer to Page 3 for the interpretation of this statement.

LTCS placements are established for a time period as defined in the program standards for the career and technical education program (i.e., a minimum of either 7,200 minutes or 14,400 minutes depending on the CTE program).

Instruction for pupils is provided by approved, **vocationally-authorized** personnel under the jurisdiction of the contractor.

Example: A pupil is placed in a state-approved Less-Than-Class-Size Career and Technical Education program as a Travel and Tourism Guide under the supervision of a Chamber of Commerce employer who meets the criteria to be a less-than-class-size annually authorized career and technical education instructor. This is considered part of the pupil's school day and is in lieu of a career and technical education program in the classroom.

The Guidelines for State-Approved Less-Than-Class-Size Programs are contained on our web at www.michigan.gov and search: "Less-Than-Class-Size."

IV. References to Special Education Services Work-Based Learning Opportunities

Pupils receiving special education services may participate, as appropriate, in any work-based education program designed for general education pupils. In doing so, the pupils receiving special education services must meet all of the requirements of that general education work-based program to be counted in membership.

For pupils receiving special education services who require an additional programming option, there are two specific types of special education transition services related to work-based learning. These can be found in the Michigan Department of Education's Pupil Accounting Manual requirements Section 5L-Special Education Pupil Transition Services and Section 5P, II-B(3) Special Education Work-Site Based Learning Experiences. The web address to obtain this information is: www.michigan.gov/mde and search: "Pupil Accounting Manual."

For more information regarding these options, please contact:

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